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ABSTRACT

Adaptible to the regular home economics curriculum for the middle school (grades 7, 8, and 9), these resource units are designed to actively involve the student in learning activities and provide hands-on experiences. Three units of instruction are included and focus on the following topics: food; self, family, friends, and careers; and personal appearance. Each unit is subdivided into from three to six concept areas related to the unit topic, with each area including behavioral objectives, learning and evaluation experiences, and related teaching resources. (BM)

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Middle School Resource Unit

Exploring Your World

State Department of Education
Office of Vocational Education
Home Economics Education Section
Columbia, South Carolina 29201

In Cooperation With:

Vocational Education Media Center
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Clemson, South Carolina 29631

1976

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EXPLORATORY HOME ECONOMICS FOR THE MIDDLE SCHOOL

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INTRODUCTION

These resource units have been prepared to supplement the original middle school guide. These units can be expanded and interwoven in the present guide to provide additional learning experiences for students.

Early and middle school adolescent learners possess a wide variety of traits that challenge teachers and their techniques. Characteristics of this age include enthusiasm, self-expression, desire for approval, excessive energy combined with a mixture of indifferent attitudes, groping for self-understanding through mixed emotions and a spirit of independence.

This course encourages students to become involved, experience, live, learn, love, and analyze who they are, where they are going, and what they want to accomplish in their future. Emphasis is placed on the formation of meaningful relationships through self, values, responsibilities, communication, and interaction with peers, pre-school children and adults.[1]

Activities which involve student participation are invaluable at this age. These units are designed to involve students in learning activities, provide hands-on experiences and learning by doing.

The units in this curriculum guide may be adapted for varying sequential home arts programs at the sixth, seventh, and eighth grade level.

[1]Fern M. Horn (ed.). Home Economics Curriculum for Grades 7-8-9. Project No. S-4192/H102. Appleton, Wisconsin, 1975.

EXPLORING YOUR WORLD

FOODS

CONCEPTS: Learning to Work in the Kitchen

OVERALL OBJECTIVES: Demonstrate comprehension of skills needed to work in unit kitchens.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
List safety and sanitation rules for laboratory use.	Brainstorm why it is important for all students to assume their fair share of responsibility. Work in groups to come up with check lists on the following: 1. Personal sanitary habits 2. Cleanliness in the kitchen 3. Carelessness - the cause of accidents Summarize the importance of good work habits using an overhead transparency or chalkboard.	Davis, et al., Lessons in Living, pp. 51-56, 62-66. Overhead Transparency Chalkboard
Identify different types of measuring utensils, abbreviations and equivalents used in recipes.	View transparencies illustrating recipe terms, tools, and proper measuring techniques. Write a paragraph on "What causes success in cooking?"	Middle School transparencies.
List three things that one needs to know so that a recipe can be used correctly.	Participate in a class discussion on the topic, "What does a good recipe tell you?" Chalk talk on the sources of recipes: a. Cookbooks b. Generation to generation c. Magazines d. Friends Discuss basic components of a good recipe using the overhead projector 1. Amounts 2. Ingredients 3. Directions for cooking 4. Time and temperature 5. Number of servings	Davis, et al., Lessons in Living, pp. 32-39 Overhead Projector Overhead Transparency

CONCEPTS: Learning to Work in the Kitchen

OVERALL OBJECTIVES: Demonstrate comprehension of skills needed to work in unit kitchens.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify types of materials from which kitchen equipment is made.	View a display of the following types of mixing bowls: 1. Tuberware 2. Stainless steel 3. Pyrex 4. Crockery Play game: "Price is Right" (The purpose of the game is to determine which products cost the most and which products would be the most useful for school use versus home use.)	
Identify correct procedure for using and caring for the range.	View demonstration of the correct use and care of the electric range.	Power Company home economist.

CONCEPTS: Quick Breads

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to selecting ingredients and equipment for making quick breads.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify principles of quick bread preparation.	View a demonstration of measuring and procedure for mixing: 1. Cheese Drop Biscuits 2. Apple Muffins Use overhead transparency to contrast different methods for mixing a soft dough and drop batter.	Overhead Transparency
List different ways that quick breads can be used in meal preparation.	Use Crossword Puzzle entitled "Functions of Quick Bread Ingredients." Choose a variation of quick bread recipes and prepare in food units: 1. Cinnamon Ring 2. Pigs in Blanket 3. Blueberry Muffins 4. Orange Muffins Brainstorm other kinds of quick breads and their uses in meal preparation. Prepare a display of commercial products available in the quick bread family: 1. Frozen Muffins 2. Canned Biscuits 3. Bisquick 4. Packaged Cornbread, Waffles, Muffins Compare cost and time in preparation. Summarize: "New Ideas Learned about Quick Breads."	Betty Crocker Student Leaflet "Biscuit Making" "Muffin Making"

CONCEPTS: Cookies

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to mixing, baking, and storing cookies.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify different types of cookies.	View filmstrip: Cookie Craft	Betty Crocker filmstrip Cookie Craft.
	Brainstorm and research recipe books for different types of cookies: 1. Refrigerator 2. Drop 3. Molded 4. Pressed 5. Bar 6. Rolled	Cookbooks and Current Magazines.
	Work in groups, use selected reference, and summarize tips to follow in making cookies including: 1. Mixing 2. Cooling 3. Storing	Betty Crocker Student Reference: Cookie Craft.
Prepare different types of cookies.	Prepare four different types of cookies in a lab activity.	
	Summarize different ingredients that can contribute to the nutritive value of cookies, such as: 1. Raisins 2. Oatmeal 3. Peanut butter 4. Applesauce	
	Review different kinds of sugars and shortenings used in cookies: Sugars: 1. Powdered 2. Granulated 3. Brown Shortenings: 1. Hydrogenated veg. fat 2. Butter 3. Margarine	

CONCEPTS: Eating Habits and the Basic Four

OVERALL OBJECTIVES: Demonstrate comprehension of Basic Four as related to present-day teenage eating habits.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify ways that food habits affect appearance and health.	Read reference in Lessons in Living, "Foods to Help You Grow and Go."	Davis, et al., Lessons in Living, pp. 3-30.
	Work in groups and brainstorm: "Ways Food Affects:" 1. Appearance 2. Health 3. Temperament 4. School work	
	Summarize "Why people have different eating habits?"	Overhead Projector Transparency (Teacher made)
Identify characteristics of a well-balanced diet.	View filmstrip: Your Food - Chance or Choice. Complete "Food and Me" Checklist.	National Dairy Council Your Food - Chance or Choice Checklist
	Read "The Diary of a School Girl's Stomach." Then, compile a chart of all the foods eaten for one day. Compare food consumed with the Basic Four Food Groups.	Leaflet: Basic Four Food Groups
	Participate in a discussion summarizing: "Ways I Need to Improve My Eating Habits."	

CONCEPTS: Snack Foods

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to selecting and preparing nutritious snacks.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Differentiate between snacks that contain empty calories and those that are nutritious in value.	Research reference. Define empty calorie. Participate in Word Scramble Game "Empty Calories." Make a list of snacks that contain foods from each of the four food groups.	Clayton. Young Living pp. 98-105

CONCEPTS: Snack Foods

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to selecting and preparing nutritious snacks.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Prepare different kinds of nutritious snacks.	Demonstrate the use of the blender in preparing different kinds of milk shakes using varied combinations of milk, fruit, and ice cream. Assign students to work in unit kitchens preparing rent different snack foods to be served as a taste buffet: 1. Pizza 2. Fruit kabobs 3. Vegetable tray Summarize: "New Ideas I Have Learned About Snack Foods."	

CONCEPTS: Making Mealtime Pleasant

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to setting the table, serving food, and using good manners.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Compile a list of rules for setting the table and appropriate table etiquette.	Review reference in Lessons in Living. Complete study questions: 1. What makes an attractive centerpiece? 2. What influences rules for setting the table? 3. Why is it important to use good manners daily? 4. List six rules for good etiquette. Read handout on "Setting the Table, Rules for Serving Food, and Manners While Eating." Brainstorm reasons for having rules for setting the table. Prepare a bulletin board display of attractive table settings. Divide into groups and prepare skits using topics such as: 1. As you sit down. 2. When may I eat? 3. Embarrassing moments. 4. Topics not polite to discuss at the table. 5. Little things that count.	Davis, et al., Lessons in Living, pp. 130-145.

CONCEPTS: Making Mealtime Pleasant

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to setting the table, serving food, and using good manners.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	List general rules governing accepted conduct at the table: 1. Be thoughtful and considerate of others 2. Handle your table equipment correctly 3. Eat quietly, without attracting attention and without being offensive to others Use objective quiz on table setting and etiquette.	

Teaching Resources

Books:

Davis, Martha J. and Peeler, M. Yvonne. Lessons in Living. Boston: Ginn and Company, 1970.

Clayton, Nanlee. Young Living. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1970.

Filmstrips:

Betty Crocker Teaching Aids. Cookie Craft. General Mills, Inc., Minneapolis, Minnesota 55440.

National Dairy Council. Your Food - Chance or Choice. Chicago 60606.

Transparencies:

Middle School Transparencies
Vocational Education Media Center

EXPLORING YOUR WORLD

SELF, FAMILY, FRIENDS, CAREERS

CONCEPTS: Relationship of Self Identity to Daily Life

OVERALL OBJECTIVES: Demonstrate comprehension of factors that contribute to personality development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify the differences between environmental and hereditary characteristics.	Introduce unit with transparency: "There's Something Special About You . . . What IS It?"	Overhead Transparency Overhead Projector
	Read from Lessons in Living - Ch. "Who Are You?"	Davis, et al., Lessons in Living, pp. 275-278.
	Use handout listing characteristics such as: 1. Food habits 2. Fear 3. Skill in sewing 4. Neatness 5. Attitudes about money	Handout
	Check whether these characteristics were inherited or acquired from family or friends.	
	Read in Teen Horizons, Ch. 1 - "Knowing Who You Are."	Lewis et al., Teen Horizons At Home and School, Ch. 1.
Show relationship of meeting basic needs to personality development.	View transparencies and participate in the following class discussion: 1. You as a Person 2. Self-Esteem 3. Basic Needs a. Physical b. Psychological	Overhead Projector Teacher made Transparencies.

CONCEPTS: Relationship of Self Identity to Daily Life

OVERALL OBJECTIVES: Demonstrate comprehension of factors that contribute to personality development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Illustrate how past experiences affect personality development.	Summarize discussion on transparency or chalkboard: 1. There are certain physical characteristics that one must accept. 2. Personality can be changed and improved. 3. The way you feel about yourself influences the way you behave.	Chalkboard Transparency
	Participate in "Living Laboratory" situations on p. 12 in Teen Horizons. Discuss situations in class.	Lewis, et al., Teen Horizons, p. 12.
List personal traits that influence one's self-concept.	View filmstrip: Shaping Identity. Summarize experiences and other factors that influence one's self identity.	Filmstrip: Guidance Associates Shaping Identity
	Read reference and use self-study sheet on Self-Perception.	Preparation for a Dual Role: Homemaker - Wage Earner, U.S. Dept. of Health, Education, and Welfare.
	Prepare collage posters that illustrate personality interests and value system.	
	Share posters with class members: "Who am I?"	

CONCEPTS: Development of Self in Relationship to Others: Family, Friends, Dating

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to getting along with others.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
List how families are alike and how families are different.	Include the following in listing how families are alike and how families are different. 1. Step-parents 2. Single parent 3. Extended family 4. Working mother 5. Large vs. small family	
Describe influences upon family life today.	Participate in group activity using the following questions: 1. List examples of social pressures that today's teenagers face. 2. Name issues on which you and your parents most frequently disagree. 3. Summarize ways to effectively get along with others.	
Practice relevant problem solving that relates to getting along with family and friends.	Use realistic situations to analyze: "What would you do if?"	
	View transparency listing: "Changing Family Patterns and Roles"	Teacher-made Transparencies Overhead Projector.
Describe influences upon family life during the last 50 years.	View transparency: "Communication and the Generation Gap"	
	Read Case Study on p. 54 in Teen Horizons "Communicating Effectively."	Lewis et al., Teen Horizons, p.54.

CONCEPTS: Development of Self in Relationship to Others: Family, Friends, Dating

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to getting along with others.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Summarize using chalkboard: Communication is a two-way process.	Chalkboard
Identify the 7 c's of family living that make relationships so important.	Participate in Scramble Game to develop list of 7 c's.	Barclay, et al., Teen Guide to Homemaking, p. 36.
Compile a list of words to describe persons that would make good friends.	Read Ch. 5, "Meeting and Making Friends," in Teen Horizons.	Lewis, et al., Teen Horizons, pp.66-79.
	Brainstorm: 1. Kinds of friends you like to have 2. The importance of friends 3. Things one enjoys sharing with friends	
	Summarize on overhead transparency or chalkboard: Reasons that peer friends are so important to teenagers.	Overhead Transparency Chalkboard.
Show how communication affects an individual's behavior and degree of maturity.	View filmstrip: Interpersonal Relationships. Discuss ways that communication affects relationships: a. Within the family b. With friends c. At school	Guidance Associates filmstrip: Interpersonal Relationships.
Identify 5 values that are most important to today's teenager.	Let students seek answers to the following questions through group work: 1. What are values? 2. What influences a person's values? 3. Why are values different for different people?	

CONCEPTS: Development of Self in Relationship to Others: Family, Friends, Dating

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to getting along with others.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe how dating can contribute to personality development. Describe the effect that dating practices could have on future relationships.	Invite a male resource person to share his views on dating practices and customs. Participate in class discussion: "Dating is like putting money in the bank." Write a "Dear Abby" letter involving problem situations with: 1. Parents 2. Friends 3. Boy Friends 4. Brother or Sisters As a class, analyze solutions to the above problems. Compile a list of qualities desired in each of the following: Friend - Date - Mate Summarize: 1. One cannot change another person's personality. 2. The personality traits that one is presently developing will make one a good marriage risk or asset.	Resource Person

CONCEPTS: Development of Self Through Career Choice

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to making career decisions.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify how personal relationships with others affect one's future.	View selected Career Opportunities transparencies. Participate in class discussion summarizing influences that working mothers have upon today's family.	Career Opportunities Transparencies. Vocational Education Media Center.
Identify job opportunities and required characteristics of the employee.	Read handouts: 1. "Considering Careers" 2. "My Future" List personal characteristics that contribute to job success.	Illinois Teacher. Vol. XVII, No. 2, Nov./Dec. 1973

Teaching Resources

Books:

Barclay, Marion S.; Champion, Frances; Brinkley, Jeanne Hayden; and Funderburk, Kathleen W. Teen Guide to Homemaking. New York: McGraw-Hill Book Company, 1972.

Davis, Martha J. and Peeler, M. Yvonne. Lessons in Living. Boston: Ginn and Company, 1970.

Lewis, Dora S.; Banks, Anna K.; and Banks, Marie. Teen Horizons at Home and School. New York: Macmillan Publishing Co., 1970.

Others:

Preparation for a Dual Role: Homemaker - Wage Earner. U.S. Department of Health, Education, and Welfare. February, 1970.

Periodicals:

Illinois Teacher. Vol. XVII, No. 2, Nov./Dec. 1973.

Filmstrips:

Guidance Associates. Shaping Identity
Interpersonal Relationships

Transparencies:

Career Opportunities Transparencies
Vocational Education Media Center

EXPLORING YOUR WORLD

PERSONAL APPEARANCE

CONCEPTS: Importance of Personal Appearance

OVERALL OBJECTIVES: Demonstrate comprehension of good health habits and ways that they affect one's personal appearance.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe different areas of good grooming. List examples of good health habits.	Listen to recording on grooming to become better acquainted with the overall picture of personal care. Brainstorm, using the following questions: 1. List characteristics of a well-groomed person. 2. Why is it important to establish good grooming habits? 3. How do health habits affect one's personal appearance? 4. What is the relationship between appearance and success in getting a job?	Record: "Miss America and Grooming Tips"

CONCEPTS: Grooming Equipment

OVERALL OBJECTIVES: Demonstrate comprehension of available grooming equipment, use, and care.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify a variety of grooming appliances available for the teen consumer.	View demonstration of grooming appliances available, selection, use, and care.	Power Company Home Economist

CONCEPTS: Importance of Complexion Care

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to proper complexion care.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
List causes of complexion problems.	Read reference "Keeping Your Body Clean" "Caring for Your Complexion". Summarize complexion problems on transparency.	Davis, et al., Lessons in Living, pp. 248-254. Overhead Projector.
Describe ways that food and care of skin affects complexion.	Discuss: "Complexion problems may be helped by good complexion care and good diet habits."	
Give examples of products designed for grooming care.	Read handout: "What Aids Do I Have?"	Personal Grooming Teaching Aid from Proctor & Gamble
	Plan and prepare a "Grooming Aids Display." Use grooming products appropriate for the teenage girl.	
	Work in groups, write and present to the class advertisements for your favorite: 1. Deodorant 2. Soap 3. Toothpaste 4. Shampoo	
	Summarize on chalkboard or overhead transparency When is it desirable to rely on the following in making choices for grooming products: 1. Advertisements 2. Friend's Advice 3. Past Experiences	Overhead Projector Transparency.
	Participate in discussion, "Costly Mistakes and Cosmetic Choices"	

CONCEPTS: Caring for One's Hair, Teeth, and Nails

OVERALL OBJECTIVES: Accepts responsibility for the care of their hair, teeth, and nails.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe becoming hair styles and proper hair care techniques.	Read current Co-Ed articles and selected reference in Lessons in Living to identify proper hair care techniques. List findings and report to class.	Co-Ed. Davis, et al., Lessons in Living, pp. 255-267.
Identify reasons for properly caring for one's teeth during the teen years.	Prepare and present oral report on Hair, Teeth and Nail Care.	
Practice steps in giving a manicure.	View demonstration of procedures for manicuring nails. Work in pairs, manicure nails using the procedures demonstrated.	
	Summarize discussion using overhead transparencies 1. Your hair is your crowning glory. 2. Your hands are always on display. 3. Healthy teeth and gums are important to your health. 4. The habits that you form early will continue throughout Life.	Overhead Projector Student made transparency.

CONCEPTS: Importance of Posture

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to procedures to follow in achieving good posture.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
List reasons why good posture is important.	Play Posture Raid. (Everyone must freeze without changing his position). Participate in class discussion on the topic "Why is posture important?" Participate in the skit on posture as presented in Teen Guide to Homemaking.	 Barclay, et al., Teen Guide to Homemaking, pp. 66-67.

Teaching Resources

Books:

Barclay, Marion S.; Champion, Frances; Brinkley, Jeanne Hayden; and Funderburk, Kathleen W. Teen Guide to Homemaking. New York: McGraw-Hill Book Company, 1972.

Davis, Martha J. and Peeler, M. Yvonne. Lessons in Living. Boston: Ginn and Company, 1970.

Others:

Teaching Aids from Proctor & Gamble. "Personal Grooming." Cincinnati: n.d.

Record: "The World of Femininity." Gillette Company Toiletries.